

SOC 222: Gender Identities, Interactions, and Relationships

Summer Session I 2023: June 5th–July 6th

Instructor and Contact Information

Instructor: Rina James

Pronouns: they/them/theirs (Not sure what this means? Just ask, I'm happy to explain.)

Email: rinajames@arizona.edu

Virtual office hours: by appointment

Description of Course

This course looks critically at the social construction of gender and sexuality, the institutions that uphold these constructions, and the interplay between society, institutions, and power. We will investigate how gender and sexuality are understood sociologically, and work with these definitions to produce broader understandings of how socially constructed phenomena influence power on the micro and macro levels. This course covers key concepts in gender and sexuality studies (i.e., gender, gender presentation, and gender socialization) before moving into discussing how gendered relations manifest in both everyday and formal institutions such as media, family, or the workplace. Putting these concepts and theories to use, this course pushes you to ask: How are the norms around gender and sexuality constructed? Where can we look to find evidence of this? In understanding these social constructions, what can we discover about inequality and stratification?

Expected Learning Outcomes

Knowledge of how to think critically about social issues in contemporary society: Students will be able to demonstrate critical thinking skills, complex reasoning, and written communication skills.

Knowledge of social inequality: students will be able to demonstrate knowledge of social inequalities in contemporary societies based on class, gender, race, and/or sexual orientation. Students will also demonstrate knowledge about how to critically evaluate arguments about and solutions to inequality and diversity in society.

Course Prerequisites or Co-requisites

Basic sociological knowledge of gender issues (such as previous completion of SOC 150B2: Sex and Gender) is recommended, but not required. If you have not previously completed a lower-level course in this substantive area, please carefully review the syllabus, and reach out to the instructor if you are unsure about your ability to succeed in the course.

Course Format and Teaching Methods

This course is fully web-based. All readings, assignments, and class discussions will be completed through the D2L course site. The weekly assignments include discussion board participation and written assignments administered through D2L. The D2L 'Announcements' page will be used to communicate any important course information throughout the semester. A specific outline of the activities you are expected to complete each week is included in the course schedule. Students are responsible for managing their time and technology to ensure work is completed on time. No late work will be accepted for 'internet problems' unless the issue is caused by a U of A network outage or D2L-wide issues; I recommend submitting work early to avoid unforeseen technology issues. Please note that all due dates/times reflect the local time here in Tucson.

Questions regarding the course should be sent to the instructor via email. You can expect a response within 24 hours during the week—I may not respond to student emails on the weekends, so please ensure any urgent emails are sent by 4pm Friday, so they may be addressed prior to that. Otherwise, you may not receive a response before Monday morning.

Course Objectives

By the end of the course students are expected to be able to:

- *Define* and *connect* key concepts (i.e., gender, sex, sexuality, gender socialization, gender roles)
- *Analyze* how social constructions influence gender inequality in both the micro and macro context
- *Relate* empirical evidence to feminist theories and theories produced in queer/trans* studies
- *Situate* intersectional identities (race/ethnicity, class, sexuality) in broader conversations

Required Materials

All materials required for the course will be available on the D2L course page, or through the University of Arizona library's online collection. Content will include journal articles and book chapters, as well as videos available through the University of Arizona library.

Absence and Class Participation Policy

Participation in the course is vital to student success. As this is an online course, there are no lectures or required meeting times. However, **if you anticipate being unable to meet assignment deadlines due to illness or other personal circumstances, please contact the instructor, preferably in advance if possible.** If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at:

<http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See:

<https://deanofstudents.arizona.edu/absences>

Syllabus Assignment

Earn three extra credit points by proving you read the syllabus and emailing me a picture of a cat. It doesn't have to be your cat, but if it is then I'd also like to know their name. If you don't like cats, you can pick a different animal. Or even a plant. I'm not picky.

Makeup Policy for Students Who Register Late

Students who register after the course start date must make up all assignments within **one week** of enrolling in the course.

Assignments and Grading

Syllabus quiz (5%): Within the first 48 hours of the course, you are required to read the syllabus and take a short quiz confirming that you understand the basic course requirements and expectations. **The syllabus quiz must be submitted by 5:00pm on June 6th.**

Learning activities (30%): For each module, you will be asked to complete a brief learning activity that will: 1) assesses your understanding of course concepts; 2) encourage you to personally reflect on your own existence as a gendered person; or 3) critically apply course knowledge to the world around you. Detailed instructions are provided for each assignment in the assignment dropbox on D2L, and under course content. These activities are due at the end of every module, and specific due dates are listed in the course schedule. **Learning activities must be submitted by 5pm on the day they are due.**

Discussion posts and responses (25%): For each module beginning in Module 2 of the course, you will be asked to post two discussion questions related to the course readings or videos, and respond to at least one of your peer's posts. Discussion questions should move beyond asking for summaries of the information provided in the course materials; instead, you should ask your peers to clarify points that were unclear, make connections between readings, apply concepts to their own lives, or address possible critiques of the materials.

Responses to your peer's questions should be substantive; a good response will be 1-2 paragraphs and will thoroughly engage with the questions posed. Your lowest discussion score will be dropped from your final grade.

Statement of interest (10%) and final paper (25%): During the first module of the course, you will be asked to write a brief (250-300 word) statement identifying at least one thing you hope to learn about DURING the course. (For example, you may be interested in better understanding gender roles, trans identities, or workplace inequalities based on gender.) You should explain not only what topics you are interested in, but why you find them interesting. **Your statement of**

interest is due by 5pm on June 6th. During the last module of the course, you will be asked to revisit these questions, and write a short paper (750-1000 words) explaining how the course materials help to answer these questions. At times, the connections may be clear; in other cases, you may have to think somewhat creatively to draw connections between course concepts and your early interests. (For example, if you were broadly interested in gender roles, course readings will offer direct insights. If you were interested in representations of nonbinary individuals in the media, you may have to be creative in explaining how the research or concepts presented in the course might help you to better analyze such representations on your own.) **Your final paper is due by 5pm on July 5th.**

Course Reflection (5%): To wrap up the course, students will write at least 750 words about the five most important things you learned in this course. Each item should be numbered clearly, and emphasize substantive knowledge (i.e. conceptual or empirical knowledge, not study skills or similar). This assignment is pass/fail, and will be evaluated based on whether what you discuss was part of the course, was accurately described based on course materials, was described in detail (i.e., you should write paragraphs rather than bullet points), and was at least 750 words. **Course reflection papers should be submitted through D2L by 5pm on July 5th.**

Final Examination or Project

The final project for this course includes a final paper. Details are outlined under 'Assignments and Grading' in the syllabus, and a specific prompt is provided on the D2L course site. For general final exam regulations and information, see <https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information>, and Final Exam Schedule, <http://www.registrar.arizona.edu/schedules/finals.htm>

Late Work Policy

I understand that students increasingly have obligations outside of coursework. **In an effort to build flexibility into the course, each student is allotted two late work passes.** You may use these for a free 48-hour extension on any assignment, entirely at your discretion. You do not need to explain the circumstances (unless you really want to)—you can simply send an email indicating that you would like to use one of your late work passes and specifying which assignment you are using the extension for.

Given the ongoing pandemic, I also aim to be flexible for students affected by illness during the semester; if you think you may need more accommodations than an extension on a single assignment, please reach out as soon as you are able to make arrangements with the instructor.

Grading Scale and Policies

University policy regarding grades and grading systems is available at <http://catalog.arizona.edu/policy/grades-and-grading-system>

Grade distribution for this course:

A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: <60

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Dispute of Grade Policy Students with concerns regarding an assignment grade should contact the instructor within two days of the assignment grade being posted. Students are responsible for regularly reviewing the feedback on their assignments.

Honors Credit

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contract. Information on Honors Contracts can be found at <https://www.honors.arizona.edu/honors-contracts>.

Course Schedule

Please look over the following schedule carefully so that you can plan your work accordingly. Also check the course website regularly for announcements. You must keep up with any changes in the schedule, which will be announced on D2L. **Please note that all assignments are due by 5pm on the day they are due.**

COURSE SCHEDULE AND DUE DATES
Module 1: 6/5 – 6/6 – Course Welcome
Carefully read the course syllabus Statement of interest due Tuesday, June 6th by 5pm Module 1 learning activity “Syllabus quiz” due Tuesday, June 6th by 5pm Module 1 discussion introductions due Tuesday, June 6th by 5pm
Module 2: 6/7 – 6/8 – Introduction to the Sociology of Gender
Read: <ul style="list-style-type: none">- Wharton, Amy. “Introduction to the Sociology of Gender.” Chapter 1 in <i>The Sociology of Gender: An Introduction to Theory and Research</i>.” Malden, MA: Blackwell Publishing.- Fausto-Sterling, Anne. “The Five Sexes.” <i>The Sciences</i> (March/April 1993): 20-24.- Understanding Gender- Transgender 101 Module 1 discussion responses due Wednesday, June 7th by 5pm Module 2 learning activity “Key Terms Quiz” due Thursday, June 8th by 5pm Module 2 discussion questions due Thursday, June 8th by 5pm
Module 3: 6/9 – 6/11 – The Social Construction of Gender
Read: <ul style="list-style-type: none">- Wharton, Amy. 2011. “The Gendered Person.” Chapter 2 in <i>The Sociology of Gender: An Introduction to Theory and Research</i>.” Malden, MA: Blackwell Publishing.- The Genderbread Person- Social Construction of Gender: 10 Examples and Definitions Module 2 discussion responses due Friday, June 9th by 5pm Module 3 learning activity “Gender Reflection Worksheet” due Sunday, June 11th by 5pm Module 3 discussion questions due Sunday, June 11th by 5pm
Module 4: 6/12 – 6/15 – ‘Doing’ Gender
Read: <ul style="list-style-type: none">- West, Candace, and Don H. Zimmerman. 1987. “Doing Gender.” <i>Gender & Society</i> 1(2):125–51.- Gender Socialization: Examples, Agents & Impact Module 3 discussion responses due Monday, June 12th by 5pm Module 4 learning activity “Gender Roles Boxes” due Thursday, June 15th by 5pm Module 4 discussion questions due Thursday, June 15th by 5pm

Module 5: 6/16 – 6/18 – Masculinity

Read:

- Connell, Raewyn. 2016. "The Social Organization of Masculinity." Pp. 289–299 in *Feminist Theory Reader: Local and Global Perspectives*. New York, NY: Taylor & Francis.
- [Hegemonic Masculinity: 15 Examples, Definitions, Case Studies](#)

Watch: [Tough Guise 2 \(Abridged\)](#)

Module 4 discussion responses due Friday, June 16th by 5pm

Module 5 learning activity "Tough Guise 2 Reflection" due Sunday, June 18th by 5pm

Module 5 discussion questions due Sunday, June 18th by 5pm

Module 6: 6/19 – 6/22 – Femininity

Read:

- De Beauvoir, Simone. 1949. "Introduction." Pp. 23-38 in *The Second Sex*. New York: Vintage Press.

Watch: [Killing Us Softly 4](#)

Module 5 discussion responses due Monday, June 19th by 5pm

Module 6 learning activity "Gender Media Analysis" due Thursday, June 22nd by 5pm

Module 6 discussion questions due Thursday, June 22nd by 5pm

Module 7: 6/23 – 6/25 – Intersectionality

Read:

- [The Origins of Privilege](#)
- Collins, Patricia Hill. 2000. "Mammies, Matriarchs, and Other Controlling Images." Pp. 69–89 in *Black Feminist Thought*. New York: Routledge.

Watch: [The Urgency of Intersectionality](#)

Module 6 discussion responses due Friday, June 23rd by 5pm

Module 7 learning activity "Intersectional Self-Reflection" due Sunday, June 25th by 5pm

Module 7 discussion questions due Sunday, June 25th by 5pm

Module 8: 6/26 – 6/29 – Trans Identities

Read:

- [The Cisgender Privilege Checklist](#)
- Westbrook, Laurel, and Kristen Schilt. 2014. "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System." *Gender & Society* 28(1):32–57.

Module 7 discussion responses due Monday, June 26th by 5pm

Module 8 learning activity "Resource Review" due Thursday, June 29th by 5pm

Module 8 discussion questions due Thursday, June 29th by 5pm

Module 9: 6/30 – 7/2 – Beyond the Binary

Read:

- Darwin, Helana. 2017. "Doing Gender Beyond the Binary: A Virtual Ethnography." *Symbolic Interaction* 40(3):317–34.
- [‘They’ Is Merriam-Webster’s Word of the Year 2019](#)

Watch: [Gender Identity: 'How colonialism killed my culture's gender fluidity'](#)

Module 8 discussion responses due Friday, June 30th by 5pm

Module 9 learning activity "Scenarios" due Sunday, July 2nd by 5pm

Module 9 discussion questions due Sunday, July 2nd by 5pm

Module 10: 7/3 – 7/5 – Course Wrap-up

What Would a Less Gendered World Really Look Like?

Available at: <https://www.buzzfeednews.com/article/shannonkeating/the-end-of-gender>

Module 9 discussion responses due Monday, July 3rd by 5pm

No discussion questions or learning activity due for this module; focus on final paper and course reflection

Final paper and course reflection due Wednesday, July 5th by 5:00pm

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.). Additionally, the online discussions for the course should remain respectful and professional.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without

resorting to bullying or discrimination of others.

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>
Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Financial Support

The Richard H. Tyler Student Emergency Fund can support students experiencing temporary financial hardships. This appears to apply to graduate students and undergraduate students. Apply for funds from:
https://uarizona.co1.qualtrics.com/jfe/form/SV_1TA1XvxC1kgrN1b

Food Support

Research shows that a large percentage of undergraduates face housing and/or food insecurity and it is reasonable to believe numbers have worsened during the current crisis. In addition to Pima County resources, the campus has a food pantry to help reduce food insecurity: <https://campuspantry.arizona.edu/>

Academic advising (undergrads)

If you have questions about your academic progress this semester, or your chosen degree program, advisors at the Advising Resource Center can guide you toward university resources to help you succeed.

Life challenges (undergrads)

If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students. Call 520-621-2057 or email DOS-deanofstudents@email.arizona.edu.

Physical and mental-health challenges

Recent surveys show that the current crisis is taking a toll on many people's mental and/or physical health, with a really large number of people who are college-aged having thought about suicide in the last 30 days. If you are facing physical or mental health challenges this semester, Campus Health offers medical and mental health care. For medical appointments, call (520-621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334. If you or someone you know is in crisis, the National Suicide Prevention Hotline has English and Spanish speakers ready to talk 24/7 at: 1-800-273-8255

Finally, please notify the professor if your needs are not met with these resources and you are comfortable in doing so. This will enable them to access additional resources if available.

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.